

»SELFINSTRUCTION« CHECKLIST

Purpose: to empower the selfregulation of learning – metacognition, learners reflect on their learning

Suggested implementation: Learnes go through the checklist and answer with **YES/NO/PARTLY** and justify their answers if necessary.

A Planning learning

I know when and how long I will study this subject.

My notes are clear and well arranged.

I have prepared all the learning ressources: textbooks, charts, other materials.

I have a calm place where I can study.

I know what (the extent) I need to learn.

I have already gone through the materials and I have got an overview of what I need to know.

I know which strategies I will use: quick reading, marking, mindmaps, making notes, drawing pictures, Pauk's strategy, asking questions, cheat sheet, cards, graphic organizer, making glossary, ...

I know what is my goal.

B Monitoring learning

I understand what I am doing (list of competences)

And it makes sense to me.

I am on the way to reach my goal.

I need to change something (If yes/partly, what?)

C Evaluating learning

I have reached my goal

I have used effective learning strategies (If yes/partly, what?)

I have used bad strategies too (if yes/partly, what?)

I should do something different next time (if yes/partly, what?)

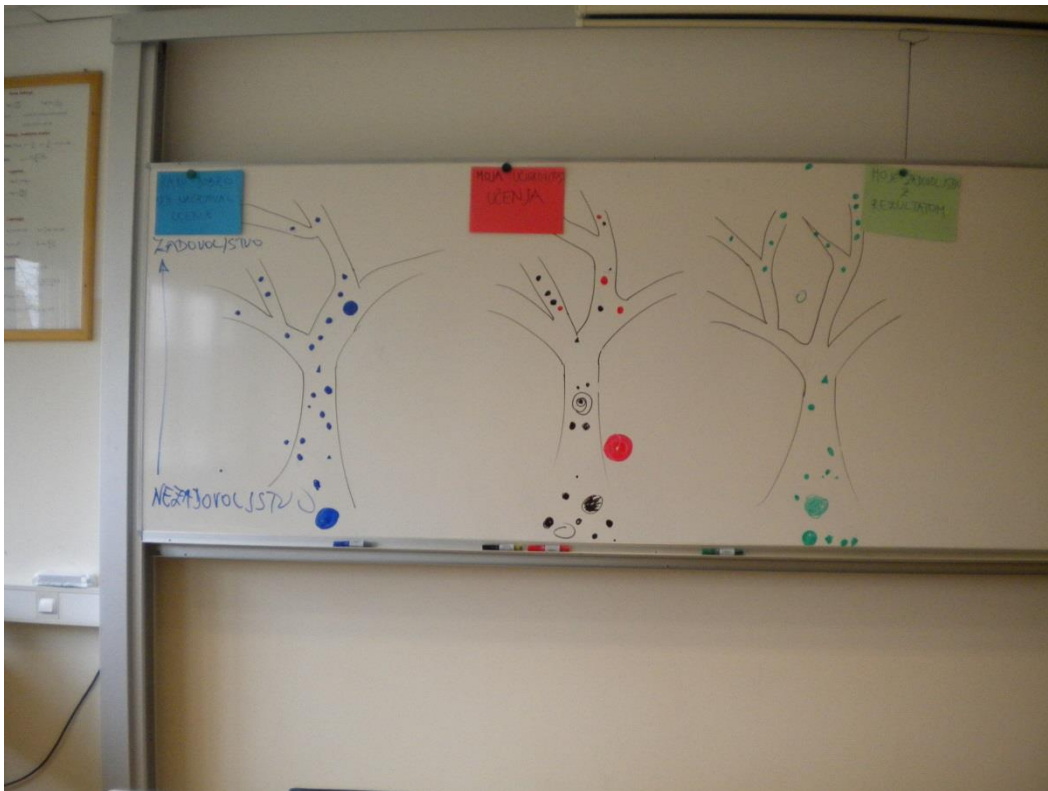
I am really ready to do it next time.

Practical implementation at Biotehniški center Naklo:

The »selfinstruction« checklist was used for learning mathematics during the unit about potencies and roots. The checklist refers to the contents of the learning unit, it contains a list of competences in the part B (for example: I know the rules for calculating with potencies, ...). It can be used for any subject, with some changes, mostly in the part B.

The student filled in the part A (planning) and B (monitoring) during the period of learning for the test. When they received the results of the test, they filled in the part C – evaluation of learning.

During the evaluation, the students created a picture where they marked the quality of their planning on the first tree, the quality of monitoring on the second tree and the satisfaction with results on the third tree. They could see the direct correlation between the planning of learning, the process of learning itself and the success at the test (see the photo below).



How to upgrade: paper or digital version, each learner has his own record of successful strategies, teacher has an overview of students' strategies and differences between the students.

Source: King, A. (1991): Effects of training in strategic questioning in children's problem-solving performance. *Journal of Educational Psychology*, 83, 307-317.

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